MR. N. NARAYANA KURUP

233. To reduce the total allotment of Rs. 44,54,547 under Demand IV by Rs. 10

MR. T. C. KESAVA PILLAI:

234. To reduce the total allotment of Rs. 44,54,547 under Demand IV by Re 1.

The question that Government be granted a sum of Rs. 44,54,547 minus Re. 1 was put and carried.

The Demand was passed and the grant was made.

DEMAND V—TRAVANCORE UNIVERSITY.

MR. C. V. CHANDRASEKHARAN: Sir, I rise to move for a grant of Rs. 8,40,000 under Demand V—Travancore University.

Demand No. 235.

MR. VARKALA K. MADHAVAN: Sir, I beg to reduce the allotment of Rs. 4,000 for travelling Allowance by Re. 1 The object of my motion is to urge on the necessity of starting a deploma course in Medicine and Surgery.

MR. C. V. CHANDRASEKHARAN: Sir, I rise to a point of order. The motion relates to the University Budget. The University Budget is not before the Legislature. I have moved for a grant of Rs. 8,40,000 for the University. If the member would modify his motion and propose reduction of the total allotment by Re. 1 it will be all right. T. A. is under the General Administration.

PRESIDENT: As it is, the motion is not in order. Considering the whole question Government have come to the conclusion that more important diploma courses may be started by the University. Diploma courses in medicine and surgery would involve at least Rs. 25 lakhs in the beginning and an establishment charge of over Rs. one or two lakhs per annum. We cannot really afford it. If the honourable member wants to move his motion I will give him permission.

MR. VARKALA K. MADHAVAN I do not press my motion.

The motion was by leave, withdrawn.

Motions Nos. 236 and 237.

The following motions were not moved:

MR. VARKALA K. MADHAVAN:

236. "To reduce the allotment of Rs. 4,000 for Travelling Allowance."

MR. VARKALA K. MADHAVAN:

237. "To reduce the allotment of Rs. 4,69,432 for colleges by Rs. 10."

Motion No. 238.

MR. P. V. MATHAI CHEMPARATHY (*Minachil* cum *Tholuppuzha*): Sir, I beg to move to reduce the allotment of Rs. 8,40,000 by Re. 1 to point out the necessity of holding University Examinations in the month of September also. My object in moving this motion is to bring to the notice of the Government the difficulties experienced by a good number of students who are unfortunately not able to pass in the examination during the month of April. It is necessary that an examination should be held 3 or 4 months after April for the use of those students who happen to fail in the April Examination A good deal

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[Mr. P. V. Mathai Chemparathy.]

of inconvenience is caused to such students. It is to bring this fact to the attention of the Government and this House that I bring forward this motion.

MR. C. V. CHANDRASEKHARAN: This year only two examinations have been held by the University, the L. T. and F. L. examinations and the number of students who failed is so small that the University will not be justified in holding a September examination for their sake. When the big examinations are held next year it may be necessary to have the September examination also. The September examination may be necessary for the Intermediate and B. A. Whether we should have a September examination for L. T. and F. L. is a matter that has to be considered. To hold a special examination for such a limited number of students would mean heavy cost by way of examination fees for setting of papers and other incidental charges. But the other question will be considered when the big examination is held.

MR. P. V. MATHAI CHEMAPARATHY: I beg permission to withdraw the motion.

The motion was, by leave, withdrawn.

Motion No. 239.

MR. S. NARAYANA PILLAI: (*Quilon* cum *Kottarakara*): Sir, I beg to move to reduce the allotment of Rs. 8,40,000 by Re. 1 to discuss the need for affording greater facilities for the study of Hindi in the College classes

PRESIDENT: Has the honorable member any idea of the number of Hindi Books fit for college studies?

MR. S. NARAYANA PILLAI: No, Sir.

PRESIDENT: Are there 100 books in Hindi language fit for College education?

MR. S. NARAYANA PILLAI: I am not sure. This is not the first time that a demand for the introduction of Hindi in the schools has been made in the Travancore Legislature. A resolution was carried about 8 years ago for the introduction of Hindi in High Schools and the Education Department has considered the question favourably and Hindi has been introduced in seven Departmental and nine Aided Schools. About 120 students appeared for the last E. S. L. C. Examination of whom more than 70 have passed.

PRESIDENT: Is the honorable member acquainted with Hindi?

MR. S. NARAYANA PILLAI: No, Sir. The Hindi Prachar Sabha has been making great progress in the study of Hindi in the State.

A large number of students have applied for admission in the Science College and most of them wanted to take Hindi as their second language in the Intermediate class. That fact also should not be forgotten.

PRESIDENT: I am told there are only about 100 or 120 books altogether in that language.

MR. S. NARAYANA PILLAI: Sir, my submission is that provision for the study of Hindi should be made in the Colleges conducted by our University.

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MR. P. SIVARAMA PILLAI: Sir, I am sorry that I cannot support the motion. A lot of talk about this question is going on in India especially in the Madras Presidency at the present day. Sir, I am well acquainted with North India where I have stayed for 6 years of which I spent 2 years in Bengal and 4 years in United Province. As a matter of fact there are about 5 crores of people in Bengal, but most of them do not know Hindi and do not want to study the language. Though there are excellent books in Hindi like the Thulasidas Ramayana and a very few excellent novels, there are very few books useful for College students.

PRESIDENT: I think most of the books were written during the last seven years under the auspices of the Hindi Pracharak Sabha.

MR. P. SIVARAMA PILLAI: Sir, I do not want to enter into the question whether Hindi should or should not be the *lingua franca* of India. But considering the practical difficulties that stand in our way and considering the practical utility of making Hindi a language of study, either compulsory or optional in our Colleges, I am not sure whether it is worthwhile trying. Though the idea is popular, from a practical utilitarian point of view, I think it is not feasible at present to institute a Hindi course in our Colleges.

MR. J. E. A. PEREIRA (*Commerce and Industry, South*): Sir, I like to support this motion for the introduction of Hindi for the Collegiate classes. Much of our ancient culture in diverse direction have been lost to us because India has become a disunited country and this disunion was brought about by want of unifying force.

PRESIDENT: Does the honourable member understand Hindi?

MR. J. E. A. PEREIRA: No, Sir. But it is my ambition to study as early as possible. One can study till one goes to grave. This want of unifying force is further demonstrated when we go to Bengal or Bombay sides. We cannot make ourselves understood when we go to the bazaars. So much so, we are looked upon as strangers in our own country. Considering all these, I would like to see the Government introduce Hindi in the Schools and Colleges.

MR. KAINIKKARA M. PADMANABHA PILLAI: Sir, I do support the motion on this ground. Now there are a larger number of pupils who have passed the School Final with Hindi as their second language.

PRESIDENT: Do they not know Malayalam.

MR. KAINIKKARA M. PADMANABHA PILLAI: They begin Malayalam in their College classes. I am at a loss to understand why Hindi could not be taught in College. Hindi is being taught in almost all the Colleges of North India.

PRESIDENT: There is a Professor for Tibetan, Pali, and Burmese respectively in the Calcutta University. But there are no students to study them.

MR. KAINIKKARA M. PADMANABHA PILLAI: But I assure you, Sir, that there will be no lack of students in the case of Hindi.

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MR. C. V. CHANDRASEKHARAN: Sir, I am afraid that there is a great deal of sentimentality about this question of Hindi. I wish that we in South India would clear our minds in regard to the question as to what should be the position of Hindi here. I can understand the position that South Indians should have a working knowledge of Hindi to follow discussions in Hindi and to be able to carry on conversation with North Indians. But for acquiring a working knowledge of Hindi I do not see why our University should provide a scholarly course in Hindi.

MR. P. KUNJUKRISHNAN: May I know whether there is Hindi course conducted in the Colleges at Madras?

MR. C. V. CHANDRASEKHARAN: No, not to my knowledge. Sir, there is a good deal of artificial agitation about Hindi in South India. The Hindi Prachara Sabha, though a useful organisation, is in danger of becoming a nuisance to the public and the authorities. They go about with petition forms and after getting the names of the pupils entered in the forms, they ask such pupils to present these petitions to their respective Principals. In the Science College the Principal gathered together all these petitioners and had a talk with them. Out of a large number, only 11 desired to take Hindi.

The University Office is now flooded with petitions for courses in Arabic, Syriac and Hindi. Here in this connection I am reminded of the story of a teacher who asked his pupil 'why our language is called the mother-tongue"? The pupil replied "our language is called the mother-tongue because the fathers do not know how to use it". It looks as if the fathers here may soon forget their own mother-tongue in this Tower of Babel. I understand, Sir, that Hindi has a very poor literature, and men with adequate qualifications for teaching Hindi of University standard are also scarce.

PRESIDENT: Of the 100 books available, only 25 are fit for College studies.

MR. C. V. CHANDRASEKHARAN: Sir, Hindi can only be an ancillary or subordinate subject of study something which would be of help to us when we travel. But to think of providing for it in the programme of a South Indian University, cannot be taken seriously. There is another source of trouble. A number of young men who have passed the Visharad Examination are going about here in search of work. They carry on propaganda for Hindi. Altogether, I think, there is a great deal of sentimentality on the one hand and a certain amount of economic calculation on the other. If there is a sufficient number of enthusiasts for Hindi, they must come together, pool their resources and give an endowment to the University to start a Chair for that purpose. If adequate endowments or donations are forthcoming the University, can start the study of any language—Tibetan, Arabic Pali or Syriac. We have no objection to that. There is one difficulty, Sir, which Mr. Padmanabha Pillai has pointed out. In eight schools we have introduced Hindi as an experimental measure and those

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students who passed their School Final Examination with Hindi as their second language, number about 50 or 60. It is not correct to say that they do not know Malayalam. The students who wish to take up Hindi may reasonably be compelled to study their mother-tongue. The mother-tongue is going to be more and more important. In the last University Conference held at Bombay it was agreed that the mother-tongue should be gradually made the medium of instruction. When we have such rich and valuable languages as Tamil and Malayalam, why should the University provide a Chair for Hindi. In view of these considerations, I would request the honourable mover to withdraw the motion.

MR. KOTTALIL P. ABRAHAM: Sir, may I know whether the figure given in the cut motion is correct? On page 112 of the budget it is stated——

PRESIDENT: Order, order. We are still on the subject of Hindi.

MR. KOTTALIL P. ABRAHAM: Sir, the motion is to cut down Re. 1 from the total grant.

PRESIDENT: That question can be taken up afterwards.

I think it is necessary that this matter should be put beyond any further possibility of confused controversy. I am speaking on this matter not only as the Vice-Chancellor of the Travancore University but also as one of the first few persons who in the Madras Presidency helped this Hindi propaganda. It was about 25 or 30 years ago and it was not very popular at that time. A small school was opened, and I was connected with the management. From that day to this, I have been personally interested in this matter. Therefore I can speak with some kind of acquaintance with this topic. From that day to this, I have been a regular subscriber to many publications in Hindi. So it is not with any prejudice that I am speaking. As the Pro-Vice-Chancellor put it, the language is extremely valuable for ordinary linguistic purposes, for business, travel and conversation in North India. If the leaders of our organised parties have to go for some conference in Lahore or Lucknow and have to put forward the Travancore point of view, the likelihood is that, if they talk in English, very few would understand them, because the facility to talk and understand English is not as widespread in Northern India as it is in the South. But if they talk in Hindi, they will be fairly well understood. A large number of people in North India although they speak other languages, understand Hindi because the basic principle of Hindi is Sanskrit, as it is of Bengali, Punjabi, Gujerati and many other languages. It is for the same reason that I am able up to a point to understand Hindi; because, I know Sanskrit. Therefore from the point of view of making ourselves intelligible in North India, and as a *lingua franca* in the sense that it is a ready medium of ordinary conversation among the people all over India, it is certainly worthy of encouragement, as a third language in addition to English and Malayalam. The order of importance, I should say emphatically and unequivocally, should be first Malayalam

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[President.]

or Tamil, second English and third Hindi, the reason being that Malayalam and Tamil possess a very great, a very ancient and a very memorable literature. Malayalam is allied to Sanskrit and can draw from Sanskrit as a kind of tributary in addition to its own literature. Any step that is taken to discourage, actively or passively, directly or indirectly, the speedy progress and encouragement of Malayalam, Sanskrit and Tamil is a step which, I trust, the Travancore University and the Travancore Government, and the Travancore public, would not encourage. (*Hear, hear*). That is the first essential to be considered. It is equally essential that, for the purpose of the progress of this country, scientific education, literary education, and all education excepting in the highly technicalised subjects, should be imparted, if possible, in Malayalam or Tamil in course of time. I am therefore looking forward to the time when the publication department of the Travancore University would bring out text books, suitable text books, on almost every important subject under the Sun, text books written in Malayalam and Tamil, so that, excepting in the teaching of English as a language, the medium of instruction in the University of Travancore will be Malayalam and Tamil. Feeling like that, one would seriously question the necessity for introducing Hindi in the College Classes. It is likely to improve our education, or is it not? That is the main test by which this question has to be judged.

It is not possible without great exaggeration to compare Hindi language and literature with Sanskrit or Tamil or Malayalam. In Sanskrit we have hundreds of books fit to be prescribed for University studies; and in fact, many more books are still being unearthed. But what is the case of Hindi? It will be admitted even by the best students of Hindi that apart from a very few classics, they have less than 200 books worthy of being prescribed for higher studies and most of them are modern. The position is entirely different in the case of Tamil or Malayalam. Tamil has a literature over 3000 years old. Therefore the question is, are we going, for the sake of spreading the knowledge of these hundred odd books, to start a University course in Hindi? The position would be entirely different in the case of primary schools or even secondary schools. After a boy has learned English or Malayalam, he might learn Hindi instead of English history or some other similar study in the lower classes. I therefore trust that, in their enthusiasm, honourable members would not lose their sense of proportion with regard to their ideals and outlook in what may be called the programme of higher University education. The motion deals with only University education. As I said, if it had been a question of primary education or even secondary education, the position would have been somewhat different. It is not that. I take it that honourable members would bear that in mind in voting on this motion.

The motion was, by leave withdrawn.

Motion No. 240.

The following motion was not moved.

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MR. P. NARAYANA PILLAI:

240. To reduce the total allotment of Rs. 8,40,000 under Demand V by Re. 1

Motion No. 241

MR. C. JEBAMONY NADAR (*Kalkulam* cum *Vilavankod*): Sir, I beg to move the cut motion No. 241 which stands in my name.

"To reduce the total allotment of Rs. 8,40,000 under Demand V by Re. 1." As stated the object of this cut is to point out the need for working the rules of admission to the various colleges in such a way that candidates from all communities may be afforded opportunities of Collegiate education. Sir, the cause of action for moving the motion arises from the recent admissions to the Engineering College. It appears that there was an examination to test the capacity of the students who wished to study in that particular College. The result of this was that the communities which are at present not adequately represented in the public services were afforded only scant opportunities. On the other hand, the communities which are already overrepresented in the Engineering Department have been afforded a overwhelming chance for the continuance of this over representation. In a matter like this I do not see much force in the so called "efficiency test". It is after all only admission to a College. We cannot be sure that all the students who are admitted would come out successful in the final examination. Even supposing that they do so, one cannot be sure that they would be successful in their profession. There may be some reason in applying this efficiency tests to appointments for particular posts. On the other hand, if you apply this test to a College study course I think it may even tend to shut out the best intelects. Again, so far as the viva-voce examination is concerned many practical difficulties arise. A student may be well educated and really clever. But he may be coming from a far off village. He sees these examiners for the first time. No sooner he meets them than they put the questions. The student is taken aback. Till then he might not have had any idea as to the nature of the questions that might be put. Thus due to some cause or other which may have little to do with his real merit he is told that he is not fit to be selected. Further I am told that students who have passed the Intermediate and the B. A. have applied and that those students who took years to pass the Intermediate examination have been admitted whereas candidates who have passed with first class in B. A. have been rejected. Sir, thus there is a conflict between these examiners tests and the University degrees already granted. When the University has given them a decree to the effect that they are sufficiently qualified these examinations say otherwise. In my view the Madras University has to be prefered to these examiners, and that this Viva-voce examination, is not at all a safe and sure test. What I therefore suggest is that the rules have to be worked out in such a way that all communities may be given a chance and thereby pick up knowledge. The principle of communal representation may be applied to this case also. Of course there might be no candidate coming forward from some community. In that case there could be no objection in admitting

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[Mr. C. Jebamony Nadar.]

candidates from other communities. The number selected from the over-represented communities is large enough that some of them at least would necessarily come out successful and I regret that this year's selection has manifestly placed the backward communities in a most disadvantageous position.

That means the Engineering Department would be closed to those under-represented communities. Hence it is that I move this.

MR. T. P. VELAYUDHAN PILLAI: May I know whether he is aware that sons of the biggest officers of the State were refused admission by the Board or by the Engineering College.

MR. C. JEBAMONY NADAR: I am not aware of the son of the biggest officer being refused admission.

MR. C. V. CHANDRASEKHARAN: Sir, in the course of the general discussion of the Budget Mr. Jebamony Nadar raised this point and with a sublime indifference to fact said that no representative of any backward community was admitted to the Engineeing College.

MR. C. JABAMONY NADAR: I did not say that.

MR. C. V. CHANDRASEKHARAN: I immediately got up and corrected him and stated that 1 Muhammadan, 1 Ezhava, 1 Sambava Christian and 1 Malayala Brahmin were admitted. The fundamental fact is that the number of admission was very rigidly restricted. There were only 21 seats assigned for the Degree Course, 21 seats for the Diploma Course and 40 seats for the Certificate Course. For the Degree Course there were 208 applicants. What method does Mr. Jebamony Nadar suggest for selecting 21 out of 208 applicants? If, as he says, all communities should be represented it would mean a dichotomy of the poor candidates. There are nearly 40 communities in Travancore and only 21 seats for the Degree Course in the Engineering College. The Principal was very keen that there should be a very careful selection. A written examination was held and a *viva* conducted. Mr. K. P. P. Menon, Mr. Kamesam and Mr. Matthewman were members of the *viva* board and from the combined results of the two examinations the selections were made. Nineteen out of the 21 candidates were selected strictly according to merit. Two seats were reserved for backward communities and one Muammadan and a Sambava Christian were given admission.

Similarly, with regard to the Diploma Course, there were written examinations and *viva*. The members of the *viva* board were Mr. Matthewman, Mr. K. P. P. Menon, Mr. Balakrishna Rao and the Registrar and the final selection was made on the basis of the combined results. There was no need to set apart any seat for communal representation as most of the communities were represented in the selection made.

Well, Sir the cry of communal representation is rampant during the Budget discussions in this House. I respectfully submit to the honourable members of this House, that so far as the University is concerned,

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this cry may be suspended at least until this young University finds its feet. We are a young University and we have yet to make a name and earn a reputation. We have to win the recognition of the whole of India. If the cry that appointments should be made on the basis of communal representation and admissions should be based on that basis only, is raised what will people outside think of our infant University ? Let us make a name ? Let us establish a reputation and then the cry for communal representation may be started, if you like. It will then do less harm.

MR. C. JEBAMONY NADAR : Does it not mean that only deserving candidates will get admission into the University ? Only certain candidates will be successful even if communal repressentation is restored to.

MR. C. V. CHANDRASEKHARAN : Mr. Nadar suggests that a brilliant or well-equipped student belonging to one of the advanced communities should be rejected and an inferior student from among the backward communities should be admitted to courses to require a high degree of intelligence and equipment.

MR. C. JEBAMONY NADAR : Is it not a fact that students who passed in the First Class in B. A. were selected as against Intermediate candidates ?

MR. C. V. CHANDRASEKHARAN : Quite so. As I stated we instituted an impartial test, a written examination and a *viva* examination and we combined the results of these examinations and selected candidates in the order of merit. In the case of the ordinary colleges no such restrictions are necessary but it is different in the case of high grade professional colleges.

MR. PADIYARA JOSEPH KUNJU : സർ, യോഗ്യന്മാരായ അപേക്ഷകന്മാർ അസമത്വസമുദായത്തിൽനിന്നും ഉണ്ടായിരുന്നിട്ടും അവർക്ക് ഉദ്യോഗം കൊടുത്തിട്ടില്ലാ എന്നുള്ള കഥ മെംബർക്കറിയാമോ?

MR. C. V. CHANDRASEKHARAN : Sir, I am not concerned with that point. I am speaking of admissions to the College.

MR. PADIYARA JOSEPH KUNJU: കമ്മ്യൂണൽ റിപ്രസന്റേഷനെ സംബന്ധിച്ച് മെംബർ സംസാരിച്ചതുകൊണ്ടാണ ഞാൻ ഈ ചോദ്യം ചോദിച്ചത്.

MR. C. V. CHANDRASEKHARAN : Sir, the University will certainly not neglect candidates belonging to backward communities provided they possess as good qualificaions as other candidates.

MR. P. SIVARAMA PILLAI : Is this principle accepted in any other college in India ?

MR. C. V. CHANDRASEKHARAN : No, emphatically no. Not only in any Indian University but in no University of the world so far at least as professional colleges are concerned.

The question of appointments is not under consideration now. But even there the important appointments are made by a selection

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[Mr. C. V. Chandrasekharan.]

committee. We have got the standards and the qualifications for the teaching posts laid down in the Statutes and the appointments are made in strict adherence to those standards and the best men are put in. That ought to be our ideal and objective.

So far as the Engineering College is concerned, I am fully convinced that the University has done the best possible thing in the circumstances to provide for adequate representation for backward communities. Since these Muhamadan and Sambavar Christian candidates were fairly high in rank in the list, we felt that these two candidates should be admitted. So, if the candidates of the backward communities approximate to the level of the qualifications required for admission, I can assure this honourable House that the University will treat them with the greatest sympathy and cosideration.

MR. P. SIVARAMA PILLAI: May I know whether there were applications from outside Travancore.

MR. C. V. CHANDRASEKHARAN: Yes, a few. But no non-Travancorean has been admitted.

MR. P. S. MAHAOMED: സർ, പ്രൊ വൈസ് ചാൻസ്ലർ ഉദ്യോഗനിയമനത്തെ സംബന്ധിച്ച് വർഗീയപ്രാതിനിധ്യം സമ്മതിക്കുന്നില്ലെന്നും നിയമനവിഷയത്തിൽ വളരെ കരുതിയാണ് പ്രവൃത്തിക്കേണ്ടതെന്നും പ്രസ്താവിച്ചിരിക്കുന്നു. അതു കേട്ടതിനുശേഷം ഇവിടെ മിണ്ടാതിരുന്നാൽ അദ്ദേഹം പറഞ്ഞതു മുഴുവൻ സമ്മതിച്ചതായി ധരിക്കാനിടയുള്ളതുകൊണ്ട് ആ സംഗതിയിൽ രണ്ടുവാക്കു പറയാമെന്നു വിചാരിക്കുന്നു. തിരുവിതാംകൂർ യൂനിവേഴ്സിറ്റി ഇവിടത്തെ വിദ്യാഭ്യാസവകുപ്പിൽ എല്ലാത്തിനെക്കാളും പ്രധാനവും ഉയർന്നതും ആണെന്നുള്ള സംഗതി ഇവിടെ വിസ്മരിക്കുന്നില്ല. ഇവിടെ കാര്യക്ഷമതയായിരിക്കണം ഏറ്റവും പ്രധാനമായ തത്വം എന്നുള്ള സംഗതിയും ഞാൻ അവഗണിക്കുന്നില്ല. വിവിധസമുദായാംഗങ്ങളുടെ ഒരു പ്രദർശനശാലയായിരിക്കണം ഇതു് എന്നും ഞാൻ വിചാരിക്കുന്നില്ല. എന്നാൽ നിയമനം നടക്കുമ്പോൾ കാര്യക്ഷമതയുള്ള ആളുകൾ, പ്രാതിനിധ്യം കുറഞ്ഞ സമുദായത്തിൽപ്പെട്ട ആളുകൾ, മുന്നോട്ടുവരുമ്പോൾ കാര്യക്ഷമതക്കു ഹാനികരമല്ലാത്തവിധത്തിൽ അവർക്കുംകൂടി കൊടുക്കണമെന്നു പറയാതിരിക്കാൻ നിവൃത്തിയില്ല. യൂനിവേഴ്സിറ്റിയിലെ ഒരു ട്യൂട്ടറോ ഒരു പ്രൊഫസറോ ആയിരിക്കാൻ എല്ലാവിധത്തിലും യോഗ്യതയുള്ള ഒരു ക്യാൻഡിഡേറ്റ്, ശരിയായ പ്രാതിനിധ്യമില്ലാത്ത സമുദായത്തിൽപ്പെട്ട ഒരു കാൻഡിഡേറ്റ്, സമുദായത്തിന്റെ തിരുമുറ്റത്തുനിന്നു വെളിയിലിറങ്ങിയിട്ടില്ലാത്ത

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പാരമ്പര്യത്തോടുകൂടിയ സമുദായത്തിലെ ഒരംഗം ആ പാരമ്പര്യത്തെ വിസ്മരിച്ച് മുന്നോട്ട് വേണ്ട യോഗ്യതകളോടുകൂടി വരുമ്പോൾ അയോഗ്യതകളെ അവഗണിച്ചു കളയുക എന്നുള്ള ഒരു സ്ഥിതി വരികയാണെങ്കിൽ അത് എത്ര പരിതാപകരമാണ്. ഇത് ഗവണ്മെൻറ് പ്രത്യേകം ശ്രദ്ധിക്കണമെന്നുമാത്രമേ എനിക്കു പറയുവാനുള്ളൂ.

MR. C. JEBAMONY NADAR : I withdraw the motion.

The motion was, by leave, withdrawn.

Motion No. 242.

MR. K. NARAYANAPERUMAL NADAR : Sir, I beg to make the following motion :

To reduce the total allotment of Rs. 8,40,000 under Demand V by Rs. 5.

My object is to discuss the industrial side of fisheries.

The primary object of the University is to improve the technical and technological side of education. So far, that object has not been realised to any extent at all. What Travancore wants is not more fish; but the fish caught should be properly handled and marketed. If the University is going to be really useful to the people the following items may engage the attention of its authorities :

picking of fish
desication of fish
cansing of fish
salting
bottling
manufacture of fish oil
refinement of fish oil
manufacture of glue
manufacture of iodine
utilisation of fish meal
fish fertilzers
fish powders
preservation of shark fins
study of the sources of aquatic leather,

I would like to bring to the notice of the House one more point. One of our most important problems is that of food. Our population is increasing by leaps and bounds. I remember my esteemed Professor of Economics in His Highness the Maharaja's College, Professor A. Gopala Menon saying that when the population increases by arithmetical progression, the supply of food diminishes by geometrical progression. Although that theory is now being criticised by some experts, there is a good deal of truth in it. Sir, our problem of food will be solved very easily if we develop the industrial side of our fisheries.

I understand that our University has a Marine Biologist. I do not know how far he is qualified for the work. We want an expert from Japan, because Japan is the only country which has succesfully developed

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[Mr. K. Narayanaperumal Nadar.]

the industrial side of fisheries. I do not think any Marine Biologist from Bombay, Calcutta or Madras will be of any use. I should like to know from the Pro-Vice-Chancellor, the qualifications of our Marine Biologist.

With these words I place the motion for the acceptance of the House.

MR. C. V. CHANDRASEKHARAN: I am very grateful to the hon'ble member for having brought to the notice of the House the importance of the University research activities being directed to the conservation and development of fisheries in the State. I can assure the hon'able member that that matter will receive adequate attention in the formulation of the University's programme of activities.

The Professor of Marine Biology and Fisheries has very high qualifications, and has won distinct recognisation as a research worker. His contributions have been frequently published in the well-known scientific journals of India and England. He has given us a very elaborate programme of work. I hope I shall not try the patience of the House if I read out the list of problems which he has set before himself as a long-period programme.

"(1) To investigate methods of preservation and transport facilities through which the present markets can be explanded;

(2) Statistical recording of the quantity of fish landed from day to day at the important fishing centres of the State a study of which is essential for any scheme of transport explansion.

(3) Increasing the resources of fresh-water and lake fisheries by opening hatcheries, sancturies, stocking ponds, etc.

(4) Investigating the desirability of introducing closed seasons as a means of increasing the fish supply of lakes and rivers.

(5) Experimenting on the possibility of introducing better types of fishes such as Catla from other places.

(6) The study of the behaviour of plankton organisms and their relation to the habits of Shoal fishes.

(7) Investigating the various species of fish found in our seas and determination of their relative food value.

(8) The study of the habits and life histories of important marine fishes, their migratory habits, etc.

(9) Studying the economic condition of the fishing community and suggesting methods by which their lot can be improved.

(10) To carry out a survey with the object of developing Chank fisheries, and investigate the possibilities of Pearl fishing.

(11) To study the utility of small fishes for the control of malaria.

(12) Investigations on Shark liver oil. Ininglass and Shagreen."

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Some of these items have already been taken up, for instance, the investigation of the utility of Shark Liver Oil, in collaboration with the department of Public Health. I understand that it has yielded very promising results.

After discovering quantities of old pearl-oyster shells in the sands near Cape Comorin, he has taken up the question of investigating pearl fisheries. One stage of investigation is over: and he is waiting for the next season to begin diving operations again.

He has also taken up the question of biological control of malaria, there again, with very promising results. By introducing certain type of fish which feed upon mosquito larvae in pools, tanks, and wells, it may be possible to destroy mosquito larvae altogether.

He has also given us two more schemes for consideration; in fact I am waiting for the budget session to be over to take up the examination of those schemes. One is the question of transporting fish by means of motor refrigerator vans from the coastal areas to the interior The other is an interesting scheme for the co-ordination of the University Department of Fisheries and the Government Department of Fisheries. And then, equally important is the problem of conservation and development of Prawn fisheries in the State. He has found, by investigation, that at present, on account of indiscriminate and wasteful exploitation, our prawn fisheries are gradually declining in value and that certain restrictive and protective measures are necessary in order that prawn fisheries can be conserved and developed. He has made certain very far-reaching proposals in this respect; those proposals will be considered by an expert Committee.

I can assure the hon'able member that the University authorities are convinced, from the periodical reports they receive from the Professor of Marine Biology, that he is working on right lines. The University has high expectations of the results of the work turned out by this Professor. The points which Mr. Narayanaperumal Nadar has mentioned will also be borne in mind and placed before the Professor for consideration.

MR. P. SIVARAMA PILLAI: Is there provision in the University for a course of study in Fisheries?

MR C. V. CHANDRASEKHARAN: No, Sir, there is only a research section at present. Two students are doing research work for the M. Sc. Degree of the Travancore University; they have taken up Travancore fisheries as their subject and are working under the guidance of the Professor of Marine Biology.

MR. P. SIVARAMA PILLAI: Are they starting the course in the near future?

MR. C. V. CHANDRASEKHARAN: Not at present, Sir.

MR. K. NARAYANAPERUMAL NADAR: I withdraw the motion.

The motion was, by leave, withdrawn.

Motion No. 243.

To reduce the total allotment of Rs 8,40,000 under Demand V by Rs. 10

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MR. P. S. MUHOMED : സർ, യൂനിവേഴ്സിറ്റിക്കായി ചേർത്തിട്ടുള്ള വ,൪൦,൦൦൦ രൂപയിൽനിന്നും പത്തു രൂപ കുറയ്ക്കണമെന്നുള്ള ഉപക്ഷേപത്തെ ഞാൻ ഇവിടെ അവതരിപ്പിച്ചുകൊള്ളുന്നു. ഈ ഉപക്ഷേപത്തിന്റെ ഉദ്ദേശം കാളേജു ക്ലാസ്സുകളിൽ മുസ്ലീം വിദ്യാർത്ഥികൾക്കു അറബി പഠിക്കുന്നതിനുള്ള സൌകര്യം കൊടുക്കണം എന്നു പറയുന്നതിനുവേണ്ടിയാണു്. ഇന്നു് കാളേജുക്ലാസ്സുകളിൽ പഠിക്കുന്ന മുസ്ലീം വിദ്യാർത്ഥികളിൽ പലരും ഹൈസ്കൂൾ ക്ലാസുകളിൽനിന്നു അറബി എടുത്തു പാസ്സായി വന്നിട്ടുള്ളവരാകുന്നു. ഹിന്ദിയെ സംബന്ധിച്ചു് ഒരു ബഹുമാനപ്പെട്ട മെംബർ ഉപക്ഷേപം അവതരിപ്പിച്ചപ്പോൾ അതിനു് പ്രൊവൈസു് ചാൻസ്ലർ പറഞ്ഞ മറുപടിയും ദിവാൻ പ്രസിഡൻറു് നൽകിയ വിശദീകരണവും ഞാൻ നല്ലവണ്ണം ശ്രദ്ധിച്ചു. ആ സ്ഥിതിക്കു അറബിപഠനത്തിനുവേണ്ടി ഒരു ഉപക്ഷേപംകൊണ്ടു മുന്നോട്ടു വന്നതു് അനൌചിത്യമായിപ്പോകയില്ലേ എന്നു ബഹുമാനപ്പെട്ട മെംബറന്മാർക്കു സംശയം തോന്നിയേക്കാം. എനിക്കു അതിനു പറയാനുള്ളതു് ഹിന്ദിയെപ്പോലെ രാഷ്ട്രീയമായ ബന്ധത്തിനുവേണ്ടിയോ മറു രാജ്യക്കാരുമായുള്ള സംസർഗ്ഗത്തിനുവേണ്ടിയോ അല്ലെങ്കിൽ ഉത്തരഇൻഡ്യയിൽ പോയി അവിടെ സ്വാതന്ത്ര്യമായി നടക്കുന്നതിനുവേണ്ടിയോ അവിടെയുള്ള യോഗങ്ങളിൽ സംബന്ധിക്കണമെന്നുള്ള ഉദ്ദേശത്തോടുകൂടിയോ ഒരു ലക്സറി എന്ന നിലയിൽ അറബിഭാഷകൂടി പഠിക്കുന്നതിനുവേണ്ട സൌകര്യം ചെയ്യണമെന്നുള്ളതല്ല എന്റെ അപേക്ഷ. തിരുവിതാംകൂറിലെ മുസ്ലീമിങ്ങൾ അവരുടെ ആവിർഭാവകാലംമുതൽക്കുതന്നെ അറബിസംസ്കാരവുമായി വളരെ ബന്ധിച്ചവരാണു്. അവരുടെ ഇടവും തന്നെ ഇവിടെ അറബികൾ വന്നു് മഹാരാജാവു് തിരുമനസ്സുകൊണ്ടു് അവർക്കു ചെയ്തുകൊടുത്ത സൌകര്യങ്ങളെ മുൻനിറുത്തി ഇവിടെയുള്ള ആളുകളെയും ഇസ്ലാം മതത്തിലേയ്ക്കു ചേർക്കുകയും അതിനുശേഷം അവർ ഇവിടെത്തന്നെ സ്ഥിരവാസമുറപ്പിക്കയും അവരും അവർ മതത്തിൽ ചേർത്ത ആളുകളും തമ്മിൽ പരസ്പരവിവാഹം നടത്തുകയും ചെയ്തതിന്റെ ഫലമായിട്ടാണു് ഇവിടെ മുസ്ലീം സമുദായമുണ്ടായതു്. അന്നുമുതൽക്കുതന്നെ ഇവിടെ അറബിക്കു് ഒരു സ്ഥാനംഉണ്ടാകയും മുസ്ലീമിങ്ങളുടെ ഇടയിൽ അതു് സർവ്വസാധാരണമായി പ്രചരിച്ചുവരികയും ചെയ്തു. കാലോചിതമായ വിദ്യാഭ്യാസത്തിൽ ഗവണ്മെൻറു മറു സമുദായങ്ങൾക്കു് നൽകിയ പ്രോത്സാഹനത്തെ സ്വീകരിച്ചു് മുസ്ലീമിങ്ങളും മുന്നോട്ടു രാതിരിക്കുന്നതിനു കാരണം അവരുടെ സംസ്കാരം അറബിഭാഷയിലായിരുന്നതുകൊണ്ടും അറബിഭാഷ വിദ്യാലയങ്ങളിൽ പഠിക്കാൻ അന്നു സൌ

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കയ്യും ഇല്ലായിരുന്നതുകൊണ്ടും ആയിരുന്നു. അതുകൊണ്ട് അവർ മറ്റു വിദ്യാഭ്യാസത്തെ ഉപേക്ഷിക്കയാണ് ചെയ്തത്. കാലക്രമേണ മുസ്ലീമിങ്ങളുടെ ഈ അസൌകര്യത്തെക്കുറിച്ച് സമുദായം ചിന്തിക്കുകയും ശ്രീമൂലം തിരുനാൾ മഹാരാജാവു് തിരുമനസ്സുകൊണ്ട് ആലപ്പുഴ എഴുന്നള്ളിയിരുന്നപ്പോൾ അവിടത്തേക്കു സമർപ്പിച്ച മംഗളപത്രത്തിൽ, ഈ സംഗതിയെപ്പറ്റി വിവരിക്കയും ചെയ്തിരുന്നു. തിരുമനസ്സുകൊണ്ട് അരുൾ ചെയ്തപ്രകാരം അന്നത്തെ ദിവാൻജി ഈ സംഗതിയെപ്പറ്റി വേണ്ടവിധത്തിൽ ആലോചിച്ച് അറബി വിദ്യാഭ്യാസംകൂടി ചെയ്യത്തക്കവിധം പള്ളിക്കൂടങ്ങളിൽ വേണ്ട ഏർപ്പാടുകൾചെയ്തു. അന്നുമുതൽ തിരുവിതാംകൂറിലെ മുസ്ലീമിങ്ങളുടെയിടയിൽ വിദ്യാഭ്യാസത്തിൽ അഭിരുചിയുണ്ടാവുകയും അവർ പള്ളിക്കൂടങ്ങളിൽപോയിത്തുടങ്ങുകയുംചെയ്തു.

ഇവിടത്തെ രണ്ടുകാളേജുകളിലും പതിനാലോ പതിനാറോ മുസ്ലീം വിദ്യാർത്ഥികൾ പഠിക്കുന്നുണ്ട്. അവർക്കു അറബിഭാഷ പഠിക്കുന്നതിനു വേണ്ട സൌകര്യം കൊടുത്തില്ലെങ്കിൽ താഴെയുള്ള ക്ലാസുകളിൽതന്നെ അറബിഭാഷ പഠിക്കുന്നതിനു അതു ഒരു തടസ്സമായിത്തീരും. അറബിഭാഷ ഞങ്ങളുടെ ഒരു സേക്രട്ട് ഭാഷയാണ്. അതു് ഞങ്ങളുടെ കുട്ടികളെ പഠിപ്പിച്ചില്ലെങ്കിൽ ഇസ്ലാമിക സംസ്കാരം മനസ്സിലാക്കാൻ കഴിയാതെ വന്നുചേരും. അതുകൊണ്ട് അറബിഭാഷ കാളേജിൽ പഠിപ്പിക്കുന്നതിന് വേണ്ട സൌകര്യം ചെയ്തുകൊടുക്കുന്നതു ഗവണ്മെൻറിൻെറ ധർമ്മമാകുന്നു. അല്ലെങ്കിൽ താഴ്ന്ന ക്ലാസുകളിലുള്ള അറബി പഠിത്തംതന്നെ കാലക്രമേണ അവസാനിപ്പിക്കുവാൻ ഇടവരും. ഇപ്പോൾ അറബി എട്ടുപഠിച്ച് കാളേജിൽ ചേർന്ന കുട്ടികൾക്ക് പ്രൈവറായിട്ടുപോലും പഠിക്കുന്നതിനുള്ള സൌകര്യം ഇല്ലാതാണ് വന്നിരിക്കുന്നതു്. പ്രൈവറായ്ട്ടു പഠിക്കണമെങ്കിൽത്തന്നെ അഞ്ചു രൂപ ഫീസു കൊടുക്കണം. അതിനുതന്നെ നിവൃത്തിയില്ല. ഏതെങ്കിലും തരത്തിൽ ഈ അഞ്ചുരൂപാ കൊടുക്കാമെന്നുവിചാരിച്ചാലും പഠിക്കുന്നതിനുള്ള സൌകര്യം ഇപ്പോൾ അവക്കില്ല. അതിനാൽ ഗവണ്മെൻറു ഈ കാര്യത്തിൽ വേണ്ട സൌകര്യം ചെയ്തുകൊടുക്കണമെന്നപേക്ഷിക്കുന്നു.

MR. C. V. CHANDRASEKHARAN: Sir, until about 20 or 25 years ago, the Muslims in Travancore were extremely backward in education. I think it was in Dewan Mr. Raghaviah's time that a very elaborate enquiry was made into the whole matter of the position of the Muslims in education and from the report that was presented it was seen that the backwardness of the Muslims in primary education and in secondary education was mainly due to the fact that there were no facilities for the study of Arabic. Reciting prayers from the Quoran is absolutly

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[Mr. C. V. Chandrasekharan.]

essential for the Muslim boy and girl. Accordingly Government decided that Arabic should be introduced in the primary schools and the secondary schools wherever there was a certain number of Muslim children studying; and Arabic munshies have been appointed in very large numbers in primary and secondary schools. It seems to me, Sir, that the community should be satisfied with that. Why they want an Arabic Chair in the University when all our instruction is going to be in our mother tongue is rather difficult of comprehension. For a Travancore Muslim, Sir, it is as important that he should be able to read and speak Malayalam as it is for a Nair or an Ezhava or any other Travancorean. Does not Mr. Mahomed feel that a Travancore Muslim should have the same equipment in the manipulation of the mother tongue as other communities? And will not the Muslim students in the colleges suffer by backwardness in this respect?

So far as the colleges are concerned, Sir, this has been an annual problem. Every year there have been a few Muslim students who have taken Arabic in the High School classes and who want Arabic to be introduced in the colleges also. But, unfortunately in no year was the number of such students large enough to justify the appointment of an Arabic lecturer in one of the colleges. Even this year there are only about five or six studends who desired to take Arabic.

MR. P. S. MAHOMED സയൻസ് കാളേജിൽത്തന്നെ ഫിസിക്സിൽ കൂടുതൽ കുട്ടികൾ ഉണ്ടെന്നാണ് എന്റെ അറിവ്.

MR. C. V. CHANDRASEKHARAN The report that I received from the Principal of the Science College about a month ago is to the effect that the number is only about five or six. There may be only two or three in the Arts College. Are we to provide for one lecturer in the Arts College and for one lecturer in the Science College for a handful of students? The late Nawab Abdul Hakim very generously offered an endowment of Rs. 25,000 to our Travancore University for the promotion of Islamic studies. But before the promise could be fulfilled, the old gentleman died and his heirs are extremely unwilling to carry out the promise. It is also a matter for regret, Sir, that while a large number of endowments has come to the Travancore University from all communities, and particularly from Tamilians, not a single Muslim gentleman has made even a small endowment to the University. I suggest, Sir, that Mr. Mahomed should use his undoubted influence among the Muslims of the State and get for the University a small endowment which will enable us to start an Arabic Chair immediately. I am not making that a condition for encouraging Arabic in the University. If and when the problom becomes really acute, I assure Mr. Mahomed that the University will consider and do what is necessary in the matter.

MR. P. S. MAHOMED: Sir, I wish to say a word of personal explanation,

PRESIDENT: Yes.

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MR. P. S. MAHOMED : തിരുവിതാംകൂറിലെ മുസ്ലീങ്ങൾ ക്കളാണെങ്കിലും പ്രൊവൈസ് ചാൻസലർ സൂചിപ്പിച്ചതു നിന്ന് സാധിച്ചില്ലെങ്കിൽ വെളിയിൽപോയി എങ്കിലും എന്തെങ്കിലും ഒരു തുക സംഭാവനചെയ്യാം. എന്നാ ബി പഠിപ്പിക്കുന്നതിനുള്ള സൌകര്യം കാളേജിൽ ചെ സാധിക്കയില്ലെങ്കിൽ ഇപ്പോൾ ഇവിടെയുള്ള ഞങ്ങളുടെ ഒരു ട്രസ്റ്റെ എങ്കിലും നിയമിച്ചു അതിനുള്ള സൌകര്യം ഉണ്ട motion : ക്കുവാൻ ഗവണ്മെൻറിനു കഴിയുകയില്ലെ എന്നാണ് ഞാൻ ചെ ന്നതു്.

PRESIDENT : I think I may inform this honourable House that quite recently a deputation of Muslim gentlemen met me. They were from various places and they have promised to do their utmost to make good the amount of the endowment which was promised by Nawab Abdul Hakim Sahib. It was definitely mentioned to them that if they make a really significant gesture, Government will not be behindhand in dealing with this question of the promotion of Arabic teaching.

It must be remembered that Arabic is probably a more difficult language than even Sanskrit to learn. I am speaking from personal experience, having battled in my early days with Arabic for some time. The study of it would practically be one of the major tasks of a student. The pronunciation is unfamiliar to our pallets and throats and there are certain sounds which are probably unattainable by those individuals who have not been born in the homelands of the Arabic race. Apart from that, its grammar is very complicated and the literature itself is recondite. Now, it is a matter for very careful consideration how far the acquisition of an extremely difficult language like that in addition to other languages and subjects of study would be on the lines indicated for the Travancore University.

Nevertheless, the Government of Travancore realises that for the Muslim community the possession of a working knowledge of Arabic, the ability to recite their prayers in their sacred language, are matters of paramount importance. Having regard to all these things, I believe honourable members should be content with such encouragement as the Government has been giving till now for the promotion of the normal acquisition of the elements of Arabic, being also assured with what I have said that the moment there is a real demand for higher studies in Arabic and the community makes itself the exponent of that desire, Government will not be behindhand in encouraging that desire and those ambitions.

MR. P. S. MAHOMED : I withdraw the motion.

The motion was, by leave of the House, withdrawn.

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estion that the Government be granted a sum of under Demand V—Travancore University was put and

was made.

ND VI—GENERAL ADMINISTRATION CLUDING FINANCIAL SECRETARIAT, ACCOUNTANT GENERAL'S OFFICE AND LEGISLATIVE BODIES— Rs. 3,31,464.

MR. M. K. NILAKANTA AIYAR: Sir, I rise to move for a grant not exceeding Rs. 3,31,464 under Demand VI—General Administration excluding Financial Secretariat, Accountant-General's Office and Legislative Bodies.

PRESIDENT: I have been examining the list of cut motions. I find that they may be divided into three or four categories. The largest number of motions relate to the question of communal representation amongst the various grades and categories of public servants, Assistant Secretaries, Superintendents, clerks and so on. Practically it may be said that 60 per cent. of the total number of cut motions relates to communal representation. Instead of taking each one of these motions separately, I propose, with the leave of the House, that the general question of communal representation may be discussed under any one heading and the desires and the ideas of the House may be ventilated. Then there are certain specific matters like Mr. P. S. Mahomed's motion No. 252 about want of sympathy exhibited on a certain occasion and shorthand mistakes committed by shorthand writers and about the necessity for introducing the name Milad sheriff in the place of Bharawafat, which are what may be called comparatively less important subjects.

Then arises another important subject, the subject of corruption and general defects in the administration. I think it will conduce to the convenience of honourable members to have the first discussion for a certain time. There are two hours available for this Demand. One hour may be devoted to communal representation, 25 to 30 minutes to corruption, and another 30 minutes to general defects in the administration. Does that meet with the general desire of the House? Otherwise, if I go step by step, what would happen is, in all posibility the discussion on the subject of adequate communal representation among the Assistant Secretaries will take up the whole time and there will be nothing left for any other discussion. It is entirely for the leaders of the various parties and their followers to make up their minds on the matter. I am perfectly prepared to follow the normal course, if they so desire.

MR. KAINIKKARA M. PADMANABHA PILLAI: To our party the suggestion of the Chair is acceptable.

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